## Module descriptor

<table>
<thead>
<tr>
<th>Module code:</th>
<th>YYYXXXX (usually 3 letters and 4 numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title:</td>
<td></td>
</tr>
<tr>
<td>FHEQ level:</td>
<td>FHEQ Level 4, 5, 6 or 7</td>
</tr>
<tr>
<td>Module Leader:</td>
<td></td>
</tr>
<tr>
<td>Other contributors:</td>
<td></td>
</tr>
<tr>
<td>Number of credits:</td>
<td>15 credits or the relevant amount of credits for the dissertation/project modules</td>
</tr>
<tr>
<td>Number of ECTS credits:</td>
<td>1 ECTS credit = 2 UK Credits</td>
</tr>
<tr>
<td>Module availability:</td>
<td>Semester 1 or 2 (or both for dissertation/project modules)</td>
</tr>
<tr>
<td>Overall student workload:</td>
<td>Nominally 1 credit = 10 hours of workload therefore a 15 credit module should have 150 hours overall student workload. Provide a breakdown into contact hours (e.g. lectures &amp; seminars), guided study (e.g. virtual learning), and independent study</td>
</tr>
<tr>
<td>Date of production/revision of the descriptor:</td>
<td></td>
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### Assessment pattern

<table>
<thead>
<tr>
<th>Units of assessment</th>
<th>Weighting towards module mark (%)</th>
</tr>
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</table>

Please ensure that you have consulted the Code of practice for assessment and feedback to ensure that you assessments are in line with University expectations.

Please list the assessments for this module and ensure that you clearly differentiate between units and elements.

Ensure that you provide the weighting and length of the assessment where possible.

Only summative assessments should appear within this section of the module descriptor.

Alternative assessment: PLEASE NOTE – There may be instances when it is not possible to re-assess in the same format as the original assessment, eg group presentations, performances or practical work. In these instances an alternative assessment can be applied, this has to be approved through the relevant quality assurance process. It is anticipated that in most instances the original form of assessment can be replicated for the reassessment. Alternative assessment should be as close to the original assessment as possible.

Please ensure that you note which unit/element of summative assessment the alternative assessment is relevant to.

Qualifying condition(s)

Usual qualifying conditions are as follows however students may be required to pass every unit of assessment. Delete/amend as appropriate.

A weighted aggregate mark of 40% is required to pass the module [For undergraduate]
A weighted aggregate mark of 50% is required to pass the module [For postgraduate]

This module is core and will require students to pass every unit of assessment

Pre-requisite/co-requisites
Please list any modules that a student has to complete prior or simultaneously to taking this one

Please ensure that you only list modules within this section

**Module overview**

*Summarise the purpose of this module and how it relates to the Programme*

**Module aims**

*This module aims to:*

**Learning outcomes**

*On successful completion of this module, students will be able to:*

- **Key:** C-Cognitive/Analytical; K-Subject Knowledge; T-Transferable Skills; P- Professional/Practical skills

*Ensure learning outcomes are phrased as testable outcomes and are consistent with FHEQ level and any relevant subject benchmark statement*

**Module content**

*Indicative content includes:*

- *Provide a summary of the content of the module i.e the topics covered*

**Methods of teaching/learning**

*The learning and teaching strategy is designed to:*

*Describe what the module learning and teaching strategy is designed to achieve and how it relates to the programme learning and teaching strategy*

*The learning and teaching methods include:*

- *eg lectures/seminars/class discussion/electronic voting*

*Define number of hours of each method eg 1 hour lecture per week x 11 weeks*

**Assessment strategy**

*The assessment strategy is designed to provide students with the opportunity to demonstrate*

*Describe how the assessment has been designed to assess module learning outcomes*

*Thus, the summative assessment for this module consists of:*

- *Provide further detail on the summative assessment. Ensure that exam and coursework lengths are listed*

*Please ensure that assessment deadlines are in line with the Code of Practice for assessment and feedback*

*Provide a mapping against each summative assessment showing which assessment meets which learning outcomes, e.g.:

- Coursework, 30%, 2000 words (addresses learning outcomes: 1, 2 and 5)
- Exam, 70%, 2 hours (addresses learning outcomes: 2, 3 and 4)
Formative assessment

It is university expectation that students are provided with an opportunity to complete formative assessments, where appropriate, which will inform any summative assessments. Formative assessments must be provided for modules that rely on one unit of summative assessment, especially if it is an exam.

Feedback

Describe how students will receive feedback on their performance during the module such as verbal feedback in tutorials or a small assignment which informs the final summative assessment.

Additional Costs

<table>
<thead>
<tr>
<th>Description</th>
<th>Where applicable provide a brief description of any additional costs related to the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category</td>
<td>Choose one of the following categories to define the additional cost(s): Books/stationary/admin Production expenses Safety equipment and/or uniform Overseas travel and accommodation UK travel and accommodation Other</td>
</tr>
<tr>
<td>Amount</td>
<td>Insert the total cost of the additional cost(s)</td>
</tr>
<tr>
<td>Included in fees?</td>
<td>Insert yes / no to indicate whether the additional cost(s) are included within the fees</td>
</tr>
</tbody>
</table>

Reading list

New modules – please complete the categories below:

Essential reading

Recommended reading

Background reading

Please list texts and journals under each heading. Put N/A if not applicable. Ensure latest editions are listed.

Existing modules - please provide an active link to Talis Aspire